
Unit 1: Course Overview

Time: 3 1/2 hours

Purpose

The purpose of this unit is to introduce participants to the instructors, the course, and each other. The facilitator will review the upcoming units, the purpose and objectives of the course, and the materials that will be used throughout the course.

Objectives

At the conclusion of this unit, participants will be able to:

1. Define disaster-resistant economies
2. Explain leadership role as a change agent
3. Describe expectations of their involvement after course
4. Describe course objectives
5. Describe trends in economics and disaster resistance
6. Describe context for disaster resistance and business
7. Explain use and purpose of the toolkit/resources
8. Note the presentation techniques that the facilitators will model

Ask participants to be active in noting presentation techniques (either take notes to show later or raise hand to acknowledge techniques).

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Total Time:	210 minutes	

Instructor Preparation

COURSE MATERIALS	EQUIPMENT
<ul style="list-style-type: none"> ♦ Facilitator Guide ♦ Course Agenda ♦ PowerPoint presentation 	<ul style="list-style-type: none"> ♦ Easel, easel pad, and markers ♦ Overhead projector and projection screen and/or computer display unit and monitor ♦ Blank index cards on each participant table (so students can provide written input on the course)

Welcome, Instructor Introductions, and Administrative Details

13 minutes

Show Visual 1-1.

At the appointed time, formally convene the class.



Welcome and Instructor Introductions

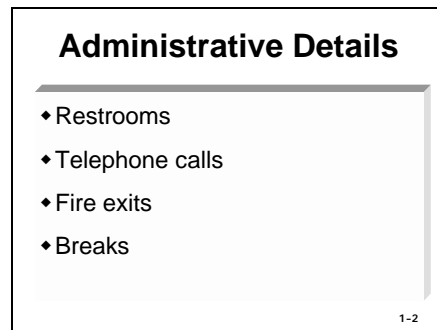
Welcome participants to the course and introduce yourself and other facilitators and guests.

Hello and welcome to the facilitator training course for Disaster-Resistant Jobs: Strategies for Community, Emergency, and Economic Risk Management.

Administrative Details

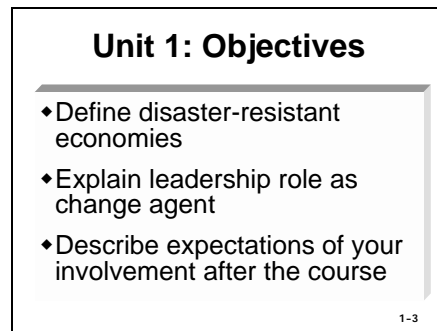
Show Visual 1-2.

Review the administrative details.



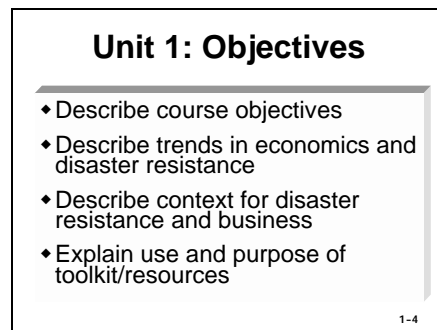
Show Visual 1-3.

Introduce the unit and review the unit objectives.



Show visual 1-4.

Review the unit objectives.



Who Is Here and Why?

35 minutes

Show Visual 1-5.

When organizing table groups, arrange the groups so there is a good cross-disciplinary mix. However, do not break up intact groups.

Review the instructions for participants' introductions and expectations.

Ask participants to interview their table partners. Ask one person to serve as the recorder.

Give them 5 to 10 minutes. Once the interviews are complete, ask the recorders from each group to stand up and introduce their partners.

Who Is Here and Why?

- ◆ Please share the following information:
 - Your name and the name of your community
 - Your expectations for this course
 - The sector of the community
 - Business, economic, or emergency
 - Your role in the community

1-5

- ◆ Introduce yourself to the other people sitting at your table.
- ◆ State your expectations for the course.
- ◆ Specify what sector of the community you are from such as business, economic, or emergency management, and the role you play.

This information will be important throughout the course because the members of each group bring with them a different understanding of preparing for disasters, and these perspectives will help broaden everyone's learning experience.

Within a community, there are many component groups that contribute to the community's overall well being. These vary from local public officials to individual citizens. When it comes to safeguarding the local economy from the economic impacts of natural disasters and manmade incidents, three special groups particularly stand out. Those groups are:

- ♦ Economic developers
- ♦ Emergency managers
- ♦ Business leaders

Ask the question of the group.

1. What do economic developers do? (Can have a member of the group record on easel.)

Economic developers. Economic developers help the community to plan and carry out activities to maintain the community's economic vitality and growth. They assist local communities to create jobs and develop and diversify their economies.

2. What do emergency managers do?

Emergency managers. Emergency managers help the community manage its response to a disaster. After the disaster, emergency managers encourage community pre-disaster preparation actions to minimize damage and disruption from the next possible disaster.

3. What do business leaders do?

Business leaders. Business leaders have a major influence on the "economic engine" that drives a community. They are one of the key components affecting investment, revenue and employment within the community. They are key stakeholders in generating support within the business community to safeguard and protect businesses from the impacts of disasters and to respond when disasters occur.

Members of these groups also have a specialized knowledge base concerning disaster-resistant planning and recovery that makes them important partners. These members are involved in disaster-resistant planning throughout the life cycle of a disaster. By involving all of them, you are able to build upon and take into account other planning activities already in place or ongoing. With this integrated approach, you lay the foundation for leveraging resources for effective mitigation to ensure a disaster-resistant economy and community.

The reason why you are here as a diverse professional group is to (1) appreciate what each component group contributes, (2) understand the real benefits and synergies of working together rather than separately, (3) learn the disaster mitigation planning concepts for protecting the local economy, and (4) prepare to act as a change agent back home.

Overview of the Course

15 minutes

Course Rationale

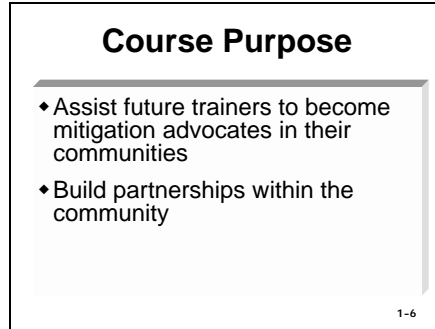
People often ask why this course is called Disaster Resistant Jobs. This is because a community's economic health is directly tied to its continuing ability to sustain jobs (and incomes) and to generate revenue for long-term economic growth. Temporary and permanent loss of jobs as a result of a major disaster can disrupt or even permanently stunt economic growth. A community can empower itself to protect its local economy from the impacts of these disasters.

This course explores ways in which a community can focus its disaster resistance preparation more effectively. The course emphasizes the community benefits from adopting strategic mitigation and planning concepts. The course gives special attention to the value of integrating critical community assets and human resources including partnership building among disparate community groups to work as a team.

Course Purpose

Show Visual 1-6.

Review the purpose of this course.



The goal of this course is to assist future trainers to become mitigation advocates in their communities.

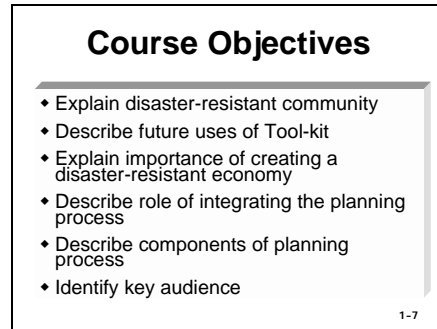
By organizing and motivating other community members, class participants will help to preserve and protect economic interests of their jurisdiction from the effects of natural, technological, and human-caused hazards.

The course introduces participants to the disaster-resistant economic planning process, and provides a foundation for integrating this process with its mitigation concepts into existing planning and development activities.

Course Objectives

Show Visual 1-7.

Review the objectives for this course.



At the end of this course, you should be able to do the following:

- 1.** Explain what it means to be a disaster-resistant community
- 2.** Describe the future use of the Toolkit and resources
- 3.** Explain the importance of creating a disaster-resistant community
- 4.** Describe the role of integrating disaster-resistant economic planning in a community
- 5.** Describe the components of the disaster-resistant economic development planning process
- 6.** Identify a key audience to target and develop a brief presentation that conveys the importance of organizing efforts to build disaster-resistant communities

Course Agenda

Show Visual 1-8.

Review the course agenda.

Course Agenda			
Day 1	Day 2	Day 3	Day 4
Unit 1	Unit 2 (cont)	Unit 4 (cont)	Unit 7
Unit 2	Unit 3	Unit 5	Unit 8
	Unit 4	Unit 6	

1-8

Assessment of Learning

Show Visual 1-9.

Review the means for assessing learning for the course.

Learning Assessment
<ul style="list-style-type: none"> ◆ 5-10 minute class presentation <ul style="list-style-type: none"> ➤ Presentation: <ul style="list-style-type: none"> • Your action plan • Time to prepare • Feedback (presentation style) • Discussion – improvements for action plan ◆ Multiple choice exam

1-9

Class Presentation

Respond to questions regarding the class presentation.

Before leaving this course, you will deliver a 5-10 minute presentation that outlines your plans for sharing the information you gain in this course, your action plan, with members of your community. The content and approach you use in your presentation is flexible; it's your decision. In previous classes, participants have given creative presentations from a variety of perspectives. The following are some examples of topics people have presented and to whom they have presented the information:

- ◆ City councils (multiple purposes)
- ◆ A business owner (about mitigation planning)

- ♦ Emergency managers (to partner with economic developers)
- ♦ Economic boards (partnering and disaster planning)
- ♦ School board/PTA (school disaster preparedness)
- ♦ City politicians (disaster awareness and action)
- ♦ Business councils (disaster planning and economic losses)

These are just ideas; we encourage you to come up with an innovative idea that is appropriate for your community and audience.

As you work through the exercises and go through the course, begin thinking about what your presentation will be about and the audience to whom you will deliver it when you return to your community.

You will have some time at the end of this course to put your presentation together, and you will present your ideas to your classmates.

Final Exam

You will complete a 20-question multiple-choice exam at the end of the course.

Global Trends: Establishing a Context for Economics, Emergency Management and Disasters

20 minutes

Emergency Management

Talk about the evolving changes in emergency management as it relates to disasters.

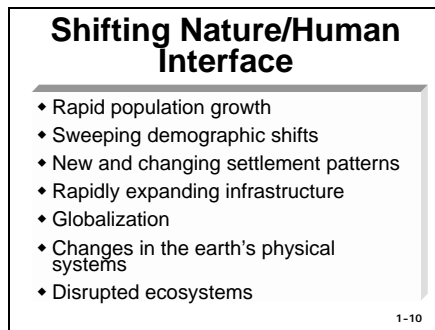
The world of disaster for the emergency management profession has developed dramatically over recent years in the United State and throughout the world. The earliest focus on Civil Defense in this country evolved over the years to a more broadly based agenda emphasizing efforts to save lives and protect property from the consequences of man's interface with the natural environment.

Along with a growing concern with natural hazards has been the ongoing challenge posed by technological hazards, especially hazardous materials. In recent years, and most prominently after the tragedy of "9-11", the September 2001 terrorist attacks, the emergency management community has again shifted to a more concentrated focus on preparing for and responding to domestic terrorism incidents. A favorite saying is the only thing that is certain is change—perhaps of all professions, emergency management embodies this philosophy to its core.

Natural Hazards

Show Visual 1-10.

Discuss the factors influencing the increase in disasters.



Disaster losses due to natural hazards have grown at an alarming rate in recent years. During frequent periods since 1989, the dollar losses from catastrophic natural disasters have been estimated at about \$1 billion per week. These losses continue to grow at an alarming rate. The many factors influencing this complex interface between man and nature include:

- ♦ Rapid population growth and shifts
- ♦ Sweeping demographic shifts
- ♦ New and changing settlement patterns
- ♦ Rapidly expanding infrastructure
- ♦ Globalization
- ♦ Changes in the earth's physical systems
- ♦ Disrupted ecosystems

In recent years, policies and practices have begun an important shift to embrace a more holistic, integrated approach to natural disaster reduction. No single component can be addressed in isolation; context and integration are critical to building sustainable communities. In the groundbreaking book, *Disaster by Design: A Reassessment of Natural Hazards in the United States* (Mileti, 1999), Mileti describes the meaning of sustainability: “a locality can tolerate—and overcome—damage, diminished productivity, and reduced quality of life from an extreme event without significant outside assistance.”

Efforts to encourage sustainable hazard mitigation are growing in prominence at all levels of government. The private sector such as citizens, business and industry, professional associations, and academia—all susceptible to both short- and long-term losses and the ramification of those losses—are joining the government in a critical yet challenging partnership to build community disaster resistance.

Community Viability

By targeting the socio-economic issues along with health and safety, many key community resources and disciplines can be brought together to safeguard the quality of life for all segments of our society when a disaster strikes. Often, those most at risk to disaster often have the least resources to recover when tragedy strikes.

No community can prosper without a strong tax base, supported by citizens, business, and industry. A community that works together proactively to respond and recover will be better prepared when disaster strikes to address critical elements in maintaining a healthy and sustainable economy.

Global Partnerships

On the international front, new global initiatives have linked hazard mitigation to sustainable development, in itself a vital component for global stability. Specialists from disaster-prone countries and from such disciplines as engineering and building codes, land use development, public awareness, mitigation planning and disaster recovery are beginning to join together to learn from each other's experiences and best practices, and share new technologies. By crossing disciplines and cultural/ethnic lines, a holistic, integrated approach to pre- and post-disaster emergency management is beginning to address the broadest public interest within our communities, states, nation and around the world.

Provide an applicable example.

Role of Economic Developers and Emergency Managers

15 minutes

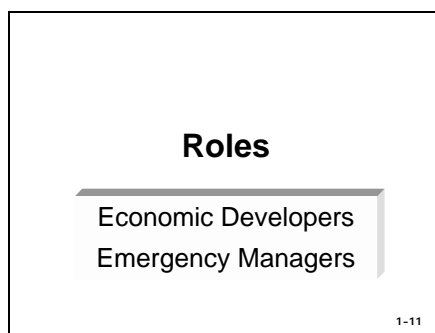
Show Visual 1-11.

Using multiple easel pads, write emergency managers on one chart and economic developers on another.

Ask the class to provide the key points that describe the roles of emergency managers and economic developers.

After the end of the activity, post the papers on the wall for the entire week. As additional roles are identified during the week, add them to the charts.

Explain that other sectors play key roles in this process (i.e., political leaders, first responders, etc.) and that interface will be explored throughout the week.

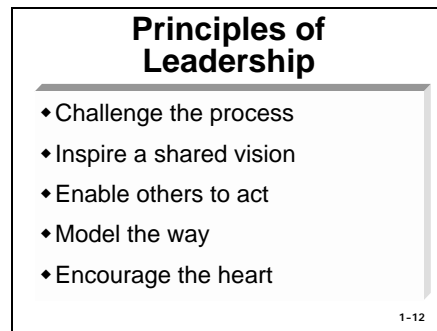


Principles of Leadership and How They Apply to Disaster Resistance

15 minutes

Show Visual 1-12.

Lead a discussion about the principles of leadership and how they apply to disaster resistance, with particular emphasis on the class' role as leaders in building disaster-resistant communities.



Ask them to define, in their mind, the qualities of a leader.

Successful planning will require champions to provide leadership and support throughout the process. So competent and motivated leadership is vital in the planning process. Leadership directs the human, physical, and financial resources into a comprehensively planned program.

Leadership, through the use of champions, includes the process of facilitating the movement toward economic vitality.

The planning process brings together leaders that don't normally work together, such as economic development planners and emergency management personnel. It also asks these leaders to consider areas and situations they may not have looked at before. This leadership team acts as integrators to carry out an effective planning process.

Leadership begins with people creating a vision of what they want to do for the community or themselves.

When you join the top-down influence of effective leaders with the bottom-up forces of new ideas and initiatives from committed team players, you have created a foundation for successful implementation of the planning process.

KEY POINTS OF LEADERSHIP PRACTICES

Leaders challenge the process.

They *search for opportunities* to change the status quo. They look for innovative ways to improve the organization. They *experiment and take risks*. And since the risk taking involves mistakes and failure, leaders accept the inevitable disappointments as learning opportunities.

Leaders inspire a shared vision.

They passionately believe that they can make a difference. They *envision the future*, creating an ideal and unique image of what the community, agency or organization can become. Through their strong appeal and quiet persuasion, leaders *enlist others* in the dream. They breathe life into the shared vision and get people to see the exciting future possibilities.

Leaders enable others to act.

They *foster collaboration* and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They *strengthen others* by sharing information and providing choice. They give their own power away, making each person feel capable and powerful.

Leaders model the way.

They create standards of excellence and then *set an example* for others to follow. They establish values about how constituents, colleagues, and customers should be treated. Because complex change can overwhelm and stifle action, leaders *achieve small wins*. They unravel bureaucracy, put up signposts, and create opportunities for victory.

Leaders encourage the heart.

Getting extraordinary things done in organizations is hard work. To keep hope and determination alive, leaders *recognize contributions* that individuals make in the climb to the top. And because every winning team needs to share in the rewards of team efforts, leaders *celebrate accomplishments*. They make everyone feel like a hero.

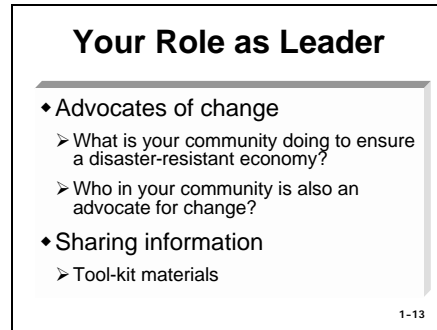
Source: The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations; James M. Kouzes; Barry Z. Posner, San Francisco: Jossey-Bass Publishers, p. 318.

Expectations as Leaders and Change Agents

10 minutes

Show Visual 1-13.

Discuss with participants their roles in this course and their role as leaders and change agents in their communities.



You are here today as future advocates of change within your communities. As future trainers, it will be your role to find out what your community is doing to ensure disaster-resistant jobs and who within your community is also a potential advocate of change toward this end.

The knowledge you gain in this course and the information contained within the Toolkit materials are yours to share with those in your community who can help you ensure the economic base that is essential for a community's survival.

During this course, you will be completing exercises and reading through articles and case studies that will eventually help you decide:

- ♦ What needs to be done in your community to prepare for natural disasters,
- ♦ Who to talk with in your community about building partnerships toward forming disaster-resistant communities,
- ♦ How to present the necessary information to these groups or individuals.

As you form the answers to these decisions, you will be developing an action plan to use once back in your community. The hope is for you to integrate the action plan into your community's existing emergency management and economic development plans.

As we'll discuss throughout this course, one of your roles upon leaving will be identifying fellow advocates of change within your community and convincing them to join ranks in order to protect the community from future disasters.

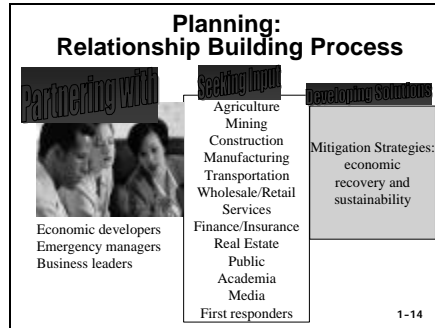
Introduction to the Planning Cycle

15 minutes

What is Planning

Show Visual 1-14.

Give an overview of planning.



A disaster-resistant community employs a long-range, community-based approach to mitigation. Mitigation is defined as sustained action that reduces or eliminates long-term risk to people and property from natural hazards and their effects. It promotes preparedness and planning measures to reduce vulnerability to natural, human-caused, and technological hazards. A disaster-resistant community has public, private, and **business** sector commitment to mitigation.

Planning is fundamentally a relationship-building process that generates a mechanism for making informed decisions in building a disaster-resistant economy. The goal of planning is to tap the collective knowledge of a team in developing mitigation strategies.

Planning cannot be undertaken in a vacuum, but must involve key players in the community and take an interdisciplinary approach. Key to the interdisciplinary approach is involving all members of a community to work with each other to identify appropriate strategies to achieve a disaster-resistant economy.

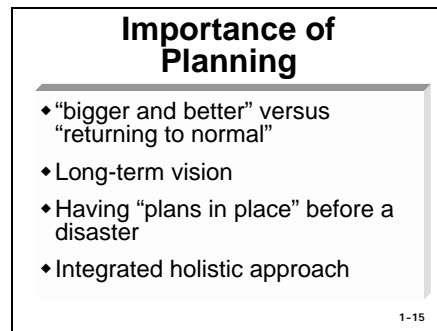
Factors Essential for Creating a Disaster-Resistant Economy

- ♦ Planning at all levels – to ensure that mitigation is addressed
- ♦ Partnerships – to stimulate and provide motivation for a win-win solution to reducing cost and reaping benefits
- ♦ Public education and outreach to involve all
- ♦ Active recruitment of stakeholders that are visionary as well as proactive
- ♦ Marketing success – to educate and raise awareness for the necessity and benefits of effective mitigation

Why Planning Is Important?

Show Visual 1-15.

Discuss the importance of planning.



For economic development to be successful, it has to be based on effective planning.

Planning before a disaster ensures sustainable economic development and community viability. It is a way to establish local priorities – for all stakeholders.

In the immediate aftermath of a disaster, the city or community does not have time to think about its **long-term vision**.

Yet, comprehensive planning efforts require time and public consensus. In the post-disaster period, it can be difficult to get consensus, as some may have visions of “**bigger and better**” and others just want to “**return to normal**.” That’s why it’s so important to do the planning – before a disaster.

The Disaster-Resistant Economic Development Planning Process

The disaster-resistant economic development planning process is one part of a community’s comprehensive economic plan and its emergency management plan.

What Is Economic Development?

Economic development is essentially about creating the right conditions for entrepreneurship and business growth so that local residents can find jobs and earn a decent living.

Steps in the Disaster-Resistant Economic Development Planning Process

There are five major steps in the disaster-resistant economic development process.

Show Visual 1-16.

Briefly review the steps of the disaster-resistant economic development process. Tell participants they’ll learn the details about each step throughout the course.



DISASTER-RESISTANT ECONOMIC DEVELOPMENT PLANNING PROCESS	
Step	Description
1. Hazard Vulnerability Analysis	<ul style="list-style-type: none"> ♦ Analyzing risks for the built environment, including social, economic, health, lifelines/infrastructure, environmental, historic, life safety, security, non-government property/housing, government facilities and services ♦ Utilizing a geographic information system to quantify risks to built environment
2. Economic Vulnerability and Economic Impact on the Community	<ul style="list-style-type: none"> ♦ Determining economic base/diversity ♦ Exploring the potential impact of disasters
3. Identifying Mitigation Activities	Taking actions to lessen the impact of disasters on families, homes, communities, infrastructure and the economy, including new and existing businesses
4. Economic Disaster Planning	<ul style="list-style-type: none"> ♦ Explore various disaster scenarios ♦ Identify needed resources ♦ Identify potential sources ♦ Identify actions to be taken before, during, and after a disaster
5. Business Recovery	Reevaluating your internal and external business continuity plans

Partnership—Central to Success

Partnership is overarching this entire process and is central to its success.

Partnerships enable all sectors to share ideas, build consensus, leverage scarce financial resources, engage a greater diversity of participants and foster innovation.

Partnerships among government, business, individuals, communities and other stakeholder groups can serve to create common ground among diverse views, reduce conflict and suspicion, and encourage collaborative and consensus-based decisions. Partnerships do this by expanding available resources and creating win-win solutions that provide benefits to all constituencies.

The planning process is not intended to replace any plan that a community already has in place, but rather to integrate planning concepts of safety and prevention into an existing plan.

This process is integral to reducing the risk of economic damage and reducing the cost of recovery in the event of a disaster.

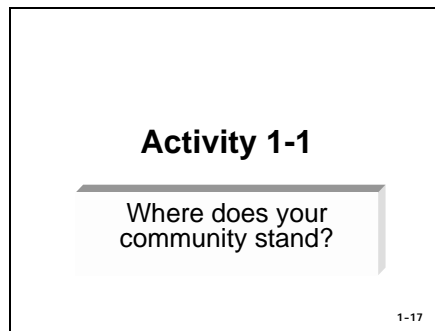
Activity 1-1: Where Does Your Community Stand?

60 minutes

Show Visual 1-17.

**Introduce activity 1-1,
Where Does Your
Community Stand?**

**At the end of the activity,
point out how each of the
questions in the activity
relates to the planning cycle
and the course content.**



Activity 1-1: Where Does Your Community Stand?

Time

- ♦ 20 minutes (individual)
- ♦ 20 minutes (small group discussion)
- ♦ 20 minutes (class discussion)

Purpose

The purpose of this activity is to get you thinking about where your community or region stands in terms of economic disaster preparedness.

Directions

- 1.** Individually, complete the worksheet “Where Does Your Community Stand”. Respond to each question that you can answer and write it down. You may find that there are some areas for which you are unfamiliar because of your background and sector. Leave those questions unanswered. You have 20 minutes to complete this worksheet.
- 2.** After everyone in your small group has individually completed the worksheet, discuss your answers within your small group. In your table discussion, be aware of the different responses and areas of understanding from your table partners. How do they differ from yours? Do you share similar experiences or ideas about their community? Overall, you can assess among yourselves to what extent the community is prepared to deal with a disaster and its potential effect on the business community and the overall impact of a disaster on the local economy.
- 3.** You’ll also have an opportunity to share your experiences with the class as a whole. Use this time to continue the discussion about the varying levels of economic resilience built into the community – should a disaster arise and to highlight the variations in the extent and impact of a disaster to the community.

WHERE DOES YOUR COMMUNITY STAND?

1. How susceptible do you think your community is to a local disaster?
2. What natural, technological or human-caused hazards pose a threat to your community?
3. How many disasters or emergencies has your community experienced in the last year? In the last five years?
4. What was the nature of the events?
5. To what extent has your community experienced economic impacts, property damages and other losses due to the disasters or emergencies?
6. Has your community been directly or indirectly impacted by disaster events that were not local to your community? In what ways?

WHERE DOES YOUR COMMUNITY STAND?

7. Does your community have an emergency operations plan that addresses policies and/or procedures affecting business, industry or economic impacts in an emergency or disaster?
8. What would you do if, due to a disaster, there were prolonged infrastructure impacts such as prolonged power outages? Loss of major telecommunications routes?
9. How economically resilient is your community if most major business and industry were shut down for a short time (hours or days) or for a longer time (weeks, months, years)?
10. What would your local businesses, vendors, and municipalities do if their payroll, tax, accounting or production records were destroyed?
11. How would your business and industry pay creditors, employees and their own expenses during a prolonged shutdown?
12. Are there planning efforts in place to address these issues?

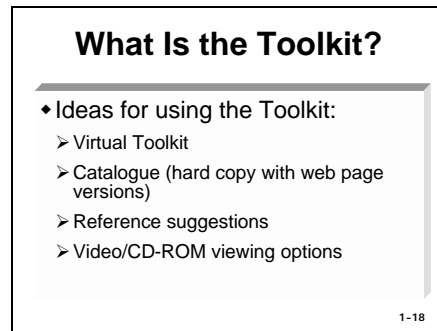
What Is the Toolkit?

10 minutes

Show Visual 1-18.

Mention the Toolkit and briefly state its purpose.

Give participants a moment or two to flip through Appendix B, where there is a list of Toolkit items.



The goal of the Toolkit is to bring useful information together as a resource to more effectively communicate concepts of the course.

The Toolkit is intended to be a continuing resource to augment course material and the training guide. It provides another tool for the trainer to tailor the training presentation to a target audience.

Summary

2 minutes

Show Visual 1-19.

Summarize the unit.

